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ABSTRACT

The report summarizes the findings of a student opinion survey on a variety of subjects at Rogue Community College (RCC) (Oregon). Results of the survey provide broad insight into the strengths and weaknesses of the college's programs, services, and image. Results are analyzed by RCC as a whole and Redwood Campus (Grant Pass) versus Riverside Center (Medford). Comparisons are also made with Oregon community colleges in the aggregate. In naming major reasons for selecting RCC, more than two-thirds (68%) of the students selected the college for its convenient location. More than half of the students also listed having the courses they wanted and the low cost of attending as major reasons. More than seven out of ten students say RCC was their first college of choice. In terms of ratings of the 18 services and programs evaluated, students are happiest with financial aid services (47%), tutorial services (44%), and computer lab services (41%). Students are least pleased with recreational and intramural programs (only 8% very satisfied). Nearly nine out of ten students strongly agree or agree that RCC exhibits general college and classroom environments that are welcoming and fair to all students. (Contains 13 tables, sample summaries, and questionnaire. (JA)

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A.C.T. STUDENT OPINION SURVEY
ROGUE COMMUNITY COLLEGE
REDWOOD CAMPUS AND RIVERSIDE CENTER
SPRING 1998

MANAGEMENT REPORT

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Prepared by Nancy Wild
for
Rogue Community College
Institutional Effectiveness Task Force
December 7, 1998

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1998 ACT Student Opinion Survey
Rogue Community College

OVERVIEW

Every other year, Rogue Community College conducts a standardized survey of student opinions on a variety of subjects using a preprinted Scantron questionnaire furnished by American College Testing Service. Results of the survey provide broad insight into the strengths and weaknesses of the college's programs, services, and image. Results were tabulated for RCC and also for other community colleges in Oregon and community colleges nationwide.

This report summarizes findings from the 1998 ACT Student Opinion Survey. Results are analyzed by RCC as a whole and Redwood Campus (Grants Pass) versus Riverside Center (Medford). Comparisons are also made with Oregon community colleges in the aggregate. Many data tables in this report present findings in terms of "top box" scores (i.e., "Very Satisfied" ratings) because they represent the clearest and most challenging picture of the level of excellence achieved in each area. A separate Summary Report of Verbatim Comments summarizes open-ended comments that students offered.

METHODOLOGY

This year the ACT Student Opinion Survey was conducted among students at the Redwood Campus in Grants Pass and the Riverside Center in Medford. Using a representative cross-section of classes, questionnaires were distributed and completed during class time from May 6 through May 19, 1998. A rainbow-colored RCC pencil was given as a token incentive to each participating student. Six members of the Institutional Effectiveness Task Force administered the survey in various classes.

As a reflection of the approximate proportions of total college enrollment at the two sites, 62% (245) of the questionnaires were completed at the Redwood Campus, while 38% (153) of the questionnaires come from Riverside Center, for a total of 398 survey documents. The target sample for each class was based on the proportion of its enrollment in relation to total enrollment for all classes surveyed. A sample summary is attached to this report.

Seventy-eight (31%) of the Redwood Campus respondents and sixty-three (42%) of the respondents from Riverside Center offered written comments. Details of these remarks are presented in a separate Summary Report of Verbatim Comments.

EXECUTIVE SUMMARY

- In naming major reasons for selecting RCC, more than two-thirds (68%) of the students selected the college for its convenient location. More than half of the students also listed having the courses they wanted and the low cost of attending as major reasons for choosing RCC (54%, respectively). Other leading reasons are being able to work while attending classes (42%) and a good chance of personal success (38%). These are the same leading reasons cited in the 1996 study, with similar proportions and in nearly the identical rank order.

- More than seven out of ten students (71%) say RCC was their first choice of college.

- Nearly nine out of ten students (88%) rate the overall quality of education at RCC as excellent (35%) or good (53%), which represents a five-percentage-point increase in excellent/good ratings since the 1996 study (83%). More than three-quarters of the students in both 1998 and 1996 (78%, respectively) claim that they would definitely or probably attend RCC again if they were to start college over.

- In terms of ratings of very satisfied among the 18 services and programs evaluated, students are happiest with...

financial aid services	47%
tutorial services	44
computer lab services	41
library/learning center services	35

Students are least pleased with recreational and intramural programs (only 8% very satisfied).

EXECUTIVE SUMMARY (continued)

- Among the college environment areas of academic, admissions/registration, rules and policies, facilities, and general impressions, students give the highest proportions of very satisfied ratings for...

Attitude of teaching staff toward students	47%
Class size	40
Condition/appearance of buildings/grounds	38
Quality of instruction in major area of study	36

Students give the fewest very satisfied ratings for...

Purposes for which activity fees are used	10%
College media	9
Student government	8

- Nearly nine out of ten students (86%) strongly agree or agree that RCC exhibits general college and classroom environments that are welcoming, comfortable, and fair to all students regardless of race or national origin, gender, religion, physical ability, age, or sexual orientation.

- The majority of RCC students are...

23 to 39 years old	42%
female	61
white	80
unmarried	64
childless	59
working 21 to 40 hours per week	36
receiving some type of financial aid	52
full-time students	55
attending day classes	84
taking courses for transfer to a 4-year college	44
entering RCC after working for some time	43

DETAILED FINDINGS

In the analysis that follows, topic areas are normally discussed first in terms of the 1998 overall RCC scores posted, followed by a comparison with the 1996 overall RCC scores. Next, any differences in results between the two campuses included in this study are examined. Finally, total RCC scores are compared with total Oregon community colleges. Many data tables in this section present findings in terms of "top box" scores (i.e., "Very Satisfied" ratings) because they represent the clearest and most challenging picture of the level of excellence achieved in each area.

College Impressions

Major Reason for Selecting RCC

- As one might expect with a community college, *convenient location* is the leading reason cited for selecting RCC (68%). A little more than half of the students also named *offered courses wanted* and *low cost of attending* as major selection criteria (both 54%). *Could work while attending* is a major consideration for about four out of ten students (42%), as is a *good chance of personal success* (38%). *Availability of scholarship/financial aid* is of major importance to about three out of ten students (38%).

- These top reasons are also the leading reasons cited by community college students in Oregon overall and RCC students in the 1996 study. All of the 1998 RCC percentages are greater than those shown for Oregon overall. In the 1996 study for RCC overall, *convenient location* and *offered courses wanted* were the leading reasons cited (66% and 53%, respectively), but a *good chance of personal success* ranked third (44%).

- The rank order of major reasons is nearly identical at both the RWC and RVC campuses. For RVC, *low cost of attending* and *could work while attending* have notably higher incidences among students, while *availability of scholarship/financial aid* and *advice of parents/relatives* have markedly higher proportions among RWC students.

- Similar to Oregon overall and 1996 total RCC, the remaining selection criteria are of primary importance to about two out of ten or less RCC students this year (range 22% to 1%).

1998 ACT Student Opinion Survey
Rogue Community College

Section II - College Impressions

Q1: Indicate whether each of the following was a major reason, minor reason, or not a reason that you selected this particular 2-year college.

Major Reason for Selecting Rogue Community College

	Total Rogue		1998		
	1996	1998	RWC	RVC	Oregon
Convenient location	66 %	68 %	68 %	69 %	58 %
Offered courses wanted	53	54	52	57	51
Low cost of attending	43	54	50	61	51
Could work while attending	30	42	39	47	37
Good chance of personal success	44	38	39	37	32
Availability of scholarship/financial aid	34	28	30	25	22
Good prof/tech or academic reputation	23	22	21	23	24
Liked size of college	20	16	15	16	14
Liked social atmosphere	12	8	9	7	8
Advice of parents/relatives	8	8	10	5	10
Advice of high school teacher	2	2	2	1	3
Advice of high school counselor	2	1	1	1	2
Wanted to be with friends	2	1	1	1	3

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

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DETAILED FINDINGS (continued)

College Impressions (continued)

RCC as First Choice

- Since RCC is one of only two colleges in the Rogue Valley area, and the only community college, it is not surprising that more than seven out of ten (71%) of the students named it as their first choice, a proportion slightly lower than that shown in 1996 (75%) for RCC students.

- A noticeably higher proportion of RWC students (75%) name RCC as their first choice of college compared with RVC students (63%).

Perception of Overall Quality of Education at RCC

- This year, nearly nine out of ten students rate the overall quality of education at RCC as *excellent/good* (88%), with over a third (35%) of the students rating it *excellent* and more than half (53%) rating it *good*. Compared with the 1996 study, all of these proportions are greater, the overall *excellent/good* rating increasing by five percentage points.

- The perception of quality is similar among RWC and RVC students, where the various rating percentages are very close between the two campuses.

- Compared with Oregon community colleges overall, RCC students give notably more ratings of *excellent/good* (88% vs. 82%).

Likelihood of Attending RCC Again

- Nearly four out of five RCC students (78%) in both the 1998 and 1996 studies indicate they *definitely/probably would attend again*.

- Comparing RWC with RVC, RWC students exhibit a markedly higher likelihood of attending RCC again (81% vs. 73%, respectively).

- The likelihood of attending RCC again is notably higher compared with Oregon community colleges overall (78% vs. 70%, respectively).

1998 ACT Student Opinion Survey
Rogue Community College

Section II - College Impressions

Q2 - Was this college your first choice?

Rogue Community College as First Choice

	Total Rogue		1998	
	1996	1998	RWC	RVC
Yes, college was first choice	75 %	71 %	[75] %	[63] %
No, college was not first choice	25	29	24	37

Legend:
Boxed numbers indicate a difference of at least five percentage points between RWC and RVC responses.

1998 ACT Student Opinion Survey
Rogue Community College

Section II - College Impressions

Q4 - What is your overall impression of the quality of education at this 2-year college?

Perception of Overall Quality of Education at Rogue Community College

	Total Rogue			1998	
	1996	1998	RWC	RVC	Oregon
Excellent/good (net)	83 %	88 %	87	89 %	82 %
Excellent	34	35	35	35	28
Good	49	53	52	54	54
Average	16 %	10 %	11	8 %	15 %
Poor/very poor (net)	1 %	1 %	1	2 %	1 %
Poor	1	1	1	2	1
Very poor	0	0	0	0	0
Mean (1 = Excellent ... 5 = Very Poor)	1.8	1.8	1.8	1.8	1.9

Legend:
Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings

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1998 ACT Student Opinion Survey
Rogue Community College

Section II - College Impressions

Q3 - If you could start college over, would you choose to attend this college?

Likelihood of Attending Rogue Community College Again

	Total Rogue		1998		
	1996	1998	RWC	RVC	Oregon
Definitely/Probably would attend again (net)	78 %	78 %	[81] %	[73] %	70 %
Definitely would attend again	44	40	[46]	[31]	33
Probably would attend again	34	38	[35]	[42]	37
Uncertain whether would attend again	15 %	14 %	13 %	16 %	18 %
Definitely/probably would not attend again (net)	7 %	8 %	6 %	12 %	11 %
Probably would not attend again	6	6	[4]	[9]	7
Definitely would not attend again	1	2	2	3	4

Legend:
Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

DETAILED FINDINGS (continued)

College Services

- Out of the 18 college services measured, the accompanying table shows that RCC students are most satisfied with *financial aid services* (47% very satisfied), followed by *college-sponsored tutorial services* (44%), *computer lab services* (41%), and *library/learning center services* (35%).

- *Student employment services* and *course-related work opportunities (CWE)* earn very satisfied ratings from about three out of ten students (both 29%).

- One-quarter, or close to one-quarter, of the students give very satisfied ratings to *cafeteria/food services* (26%), *personal counseling services* (25%), *scholarship services* (23%), and *academic advising/course planning* (23%).

- About two out of ten students are very satisfied with *career planning services/guidance* (21%) and the *college orientation program* (20%).

- Students are least satisfied with *child care services* (16%), *job placement services* (12%), *college-sponsored social activities* (12%), *cultural programs and activities* (11%), *parking facilities and services* (11%), and *recreational and intramural programs* (8%).

- Compared with 1996 scores for total RCC, *cafeteria/food services* is most improved, showing an increase of 15 percentage points in very satisfied ratings (from 11% to 26%). *Student employment services* also shows notable improvement, up six percentage points (23% to 29%). 1998 scores on most of the other attributes are within one to four percentage points of 1996 scores.

- Comparing RWC with RVC, there are many attributes with differences of five or more percentage points between the two campuses, and all but one of them are higher for RWC. As might be expected given the newness of the RVC campus, the areas where RVC scores dramatically lower than RWC are *child care services* (23 points lower), *parking facilities and services* (18 points), *cafeteria/food services* (16 points), and *job placement services* (13 points lower).

- Compared with Oregon community colleges overall, RCC rates higher on half of the attributes, is equal on three, and rates lower on six. The widest gaps between RCC and Oregon are for *college-sponsored tutorial services* (44% vs. 31%, 13 percentage points higher), *cafeteria/food services* (26% vs. 14%, 12 percentage points higher), and *recreational and intramural programs* (8% vs. 18%, 10 percentage points lower).

1998 ACT Student Opinion Survey
Rogue Community College

Section III - College Services

Fill in one oval for each service (program) listed below. ...If you HAVE USED the service, mark your level of satisfaction with the service.

Satisfaction with Rogue Community College Services and Programs

	Total Rogue			1998		
	%	"Very Satisfied		"Very Satisfied"		
	Rated	1996	1998	RWC	RVC	Oregon
Financial aid services	65 %	47 %	47 %	44 %	51 %	38 %
College-sponsored tutorial services	46	42	44	42	47	31
Computer lab services	84	41	41	39	43	33
Library/learning center services	85	40	35	38	29	31
Student employment services	27	23	29	34	14	22
Course-related work opportunities (CWE)	30	29	29	30	25	28
Cafeteria/food services	65	11	26	29	13	14
Personal counseling services	32	26	25	24	26	22
Scholarship services	31	24	23	25	21	24
Academic advising/course planning	88	25	23	26	19	21
Career planning services/guidance	54	25	21	20	23	21
College orientation program	67	18	20	19	22	16
Child care services	11	18	16	23	0	16
Job placement services	20	12	12	17	4	16
College-sponsored social activities	26	9	12	13	9	12
Cultural programs and activities	35	21	11	12	8	15
Parking facilities and services	97	13	11	18	0	13
Recreational and intramural programs	23	10	8	9	4	18

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

DETAILED FINDINGS (continued)

College Environment

- Across the College Environment areas of Academic, Admissions/Registration, Rules and Policies, Facilities, and General Impressions, RCC students overall give the highest proportions of very satisfied ratings for...

Attitude of teaching staff toward students	47%
Class size	40
Condition/appearance of buildings/grounds	38
Quality of instruction in major area of study	36

- RCC students give the fewest very satisfied ratings across all attributes for...

Purposes for which activity fees are used	10%
College media	9
Student government	8

Academic

- Within the Academic area, RCC students are most satisfied with the *attitude of teaching staff toward students* (47%), *class size* (40%), and *quality of instruction in major area of study* (36%).

- Of the remaining attributes in this area, ratings of very satisfied range from 28% to 20%, with *availability of advisor* ranking lowest.

- Compared with 1996 results, improvement is seen on 6 of the 13 attributes, most notably for *class size* and *preparation to transfer to another college* (up 9 and 5 percentage points, respectively). *Quality of instruction in major area of study* shows the greatest drop (down seven percentage points).

- Ratings are similar for most attributes between RWC and RVC. RVC students give a greater proportion of very satisfied ratings for *attitude of teaching staff toward students*, while the proportions are higher among RWC students for *flexibility to design own program of study, value of information provided by advisor,* and *availability of advisor* (with differences ranging from 8 to 11 percentage points on these attributes).

- Compared with overall Oregon scores, RCC ranks higher on nearly all attributes, and is only one or two percentage points lower on the remaining attributes.

Table 6

1998 ACT Student Opinion Survey
Rogue Community College

Section IV - College Environment

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

Satisfaction with Rogue Community College Environment -- Academic

	Total Rogue			1998		
	%	Very Satisfied		"Very Satisfied"		
	Rated	1996	1998	RWC	RVC	Oregon
Attitude of teaching staff toward students	100 %	46 %	47 %	43 %	53 %	41 %
Class size	100	31	40	41	38	35
Quality of instruction in major area of study	96	43	36	37	35	34
Flexibility to design own program of study	91	24	28	31	23	27
Challenge offered by program of study	95	31	28	29	27	27
Course content in major area of study	96	28	26	27	24	26
Preparation receiving for chosen occupation	87	27	25	25	25	24
Out-of-class availability of instructors	93	26	25	23	28	24
Preparation to transfer to another college	74	19	24	23	25	20
Value of information provided by advisor	89	25	24	27	18	25
Variety of courses offered	98	22	23	24	21	25
Testing/grading system	99	19	22	22	22	18
Availability of advisor	88	23	20	25	14	22

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

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DETAILED FINDINGS (continued)

College Environment (continued)

Admissions/Registration

- *Availability of financial aid/scholarship info* earns the greatest proportion of very satisfied ratings among the Admissions/Registration attributes (31%), followed by *assistance provided by college staff* (27%) and the *college catalog* (25%).

- *Availability of courses wanted at times wanted* and *registration procedures* rank lowest (13% and 16%, respectively). Scores on the remaining attributes range from 22% to 20%.

- Compared with 1996 RCC ratings, most attribute scores are slightly improved (up one to four percentage points); only *availability of courses wanted at times wanted* loses ground (down two percentage points).

- Comparing RWC and RVC, scores are very close on most attributes. Only two attributes have differences exceeding five percentage points: *availability of financial aid/scholarship info* (five points higher for RVC) and *class schedule* (six points higher for RWC).

- 1998 RCC scores meet or exceed Oregon scores on most attributes, most notably *availability of financial aid/scholarship info* (31% vs. 23%, respectively). RCC lags behind Oregon by seven percentage points on *registration procedures* (16% vs. 23%, respectively).

1998 ACT Student Opinion Survey
Rogue Community College

Section IV - College Environment

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

Satisfaction with Rogue Community College Environment -- Admissions/Registration

	Total Rogue			1998		
	%	Very Satisfied		"Very Satisfied"		
	Rated	1996	1998	RWC	RVC	Oregon
Availability of financial aid/scholarship info	76 %	29	31 %	[29] %	[34] %	23 %
Assistance provided by college staff	96	26	27	28	26	23
College catalog	96	25	25	26	25	24
Class schedule	100	21	22	[24]	[18]	22
Accuracy of information prior to enrolling	95	18	22	23	20	20
General admissions/entry procedures	97	19	20	20	20	19
Billing and fee payment procedures	92	18	20	[22]	[17]	21
Registration procedures	100	16	16	16	16	23
Availability of courses wanted at times wanted	100	15	13	14	13	15

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

Legend:

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

DETAILED FINDINGS (continued)

College Environment (continued)

Rules and Policies

- Nearly three out of ten students (28%) give ratings of very satisfied to *rules governing student conduct*. About one-quarter of the students (24%) are very satisfied with *personal security/safety*. RCC students show the least satisfaction with *purposes for which activity fees are used* (10%).

- Compared with 1996 ratings, there is slight improvement on all attributes, with percentage-point increases from one to three points.

- All attribute scores between RWC and RVC are identical or within two percentage points of one another.

- RCC scores in 1998 surpass overall Oregon scores on all but one attribute, most prominently *rules governing student conduct* (28% vs. 18%, respectively).

Facilities

- Nearly four out of ten students (38%) are very satisfied with RCC's *condition/appearance of buildings/grounds*. Three out of ten students (30%) are very satisfied with the *library/learning center facilities*.

- The *college bookstore* and *athletic facilities* rank lowest in terms of very satisfied ratings (17% and 12%, respectively). Ratings on the remaining attributes range from 24% to 20%.

- There is slight change from RCC scores posted in 1996, except for *classroom facilities*, up seven percentage points to 24% very satisfied.

- There are differences of 6 to 12 percentage points between RWC and RVC scores on six of the nine Facilities attributes, all of them not surprising given the newness of the RVC campus.

- RCC outranks overall Oregon on all Facilities attributes but one. *Condition/appearance of buildings/grounds* is ahead by ten percentage points (38% vs. 28%, respectively), while *athletic facilities* lags by five percentage points (12% vs. 17%, respectively).

1998 ACT Student Opinion Survey
Rogue Community College

Section IV - College Environment

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

Satisfaction with Rogue Community College Environment -- Rules and Policies

	Total Rogue			1998		
	%	Very Satisfied		"Very Satisfied"		
	Rated	1996	1998	RWC	RVC	Oregon
Rules governing student conduct	90 %	26 %	28 %	28 %	28 %	18 %
Personal security/safety	97	21	24	24	23	20
Student voice in college policies	76	9	12	12	12	9
Academic probation/suspension policies	62	10	12	13	11	9
Purposes for which activity fees are used	73	9	10	10	10	7

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

1998 ACT Student Opinion Survey
Rogue Community College

Section IV - College Environment

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

Satisfaction with Rogue Community College Environment -- Facilities

	Total Rogue			1998		
	%	Very Satisfied		"Very Satisfied"		
	Rated	1996	1998	RWC	RVC	Oregon
Condition/appearance of buildings/grounds	100 %	38 %	38 %	40 %	34 %	28 %
Library/learning center facilities	94	33	30	35	23	26
Classroom facilities	100	17	24	21	30	17
Study areas	91	24	24	25	22	20
Student center	88	20	21	25	15	16
Other laboratory facilities (science, art, etc.)	71	19	21	20	22	17
Technical program facilities/equipment	71	21	20	19	23	19
College bookstore	99	18	17	21	11	18
Athletic facilities	49	14	12	14	6	17

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

DETAILED FINDINGS (continued)

College Environment (continued)

General

- Among the General attributes, *this college in general* and *racial harmony* earn the highest levels of very satisfied ratings (34% and 28%, respectively), whereas *college media* and *student government* rank lowest (9% and 8%, respectively).

- The scores for the remaining attributes range from 21% to 12%, and these are the only attributes to show percentage-point increases over 1996 scores (up one to four percentage points).

- While scores are very close overall for RCC, there are notable differences between scores for RWC versus RVC on five of the nine attributes, with differences ranging from 5 to 10 percentage points. The widest gap is for *opportunities for student employment* (19% RWC vs. 9% RVC).

- Compared with 1998 total Oregon very satisfied ratings, RCC outranks Oregon on five of the eight attributes, especially *this college in general* and *racial harmony* (six and seven percentage points higher than Oregon scores, respectively).

1998 ACT Student Opinion Survey
Rogue Community College

Section IV - College Environment

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

Satisfaction with Rogue Community College Environment -- General

	Total Rogue			1998		
	% Rated	Very Satisfied 1996	Very Satisfied 1998	"Very Satisfied" RWC	"Very Satisfied" RVC	"Very Satisfied" Oregon
This college in general	100 %	35 %	34 %	34 %	33 %	28 %
Racial harmony	92	29	28	28	29	21
Attitude of nonteaching staff toward students	95	18	21	[17]	[26]	17
Concern for student as individual	98	16	18	17	19	15
Opportunities for student employment	62	14	15	[19]	[9]	12
Opportunities for personal involvement in college activities	68	8	12	[15]	[7]	13
College media (newspapers, radio, etc.)	65	9	9	[10]	[5]	10
Student government	57	8	8	8	7	9

Note: "% Rated" represents the proportion of students who gave ratings on a particular attribute.

Legend:
Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

DETAILED FINDINGS (continued)

Perception of Unbiased Atmosphere

General College Environment

- Nearly nine out of ten RCC students (86%) *strongly agree* or *agree* (each 43%) that RCC has a general college environment that is welcoming and comfortable to all students regardless of race or national origin, gender, religion, physical ability, age, or sexual orientation.

- Compared with 1996 responses on this issue, the proportion of students who say they *strongly agree* has increased by four percentage points, from 39% to 43%. The net proportion who disagree has declined slightly (one percentage point), and the neutral proportion has increased by three percentage points.

- Between RWC and RVC students, a noticeably higher proportion of RVC students *strongly agree* or *agree* (84% vs. 89%, respectively), with the difference primarily being a result of the difference in the *agree* rating (39% RWC vs. 48% RVC).

Classroom Environment

- Nearly nine out of ten RCC students (86%) *strongly agree* (45%) or *agree* (41%) that RCC instructors strive to create a classroom environment that is comfortable and fair to all students regardless of race or national origin, gender, religion, physical ability, age, or sexual orientation.

- The level of agreement on this issue has diminished slightly since the 1996 study, where the net proportion of agreement dropped from 88% to 86% this year, resulting from the six-percentage-point drop in the *agree* rating (47% to 41%). On the other hand, helping to balance the drop, the *strongly agree* rating has increased by four percentage points, from 41% in 1996 to the current 45%. Overall disagreement has increased slightly, up two percentage points (2% vs. 4%).

- Comparing RWC and RVC, the relative levels of agreement and disagreement on this subject are very close between the two campuses.

1998 ACT Student Opinion Survey
Rogue Community College

Section V - Additional Questions

Please answer the following question on the scantron sheet, selecting the letter that corresponds to your answer.

Q1 - The general college environment is welcoming and comfortable to all students regardless of race or national origin, gender, religion, physical ability, age, or sexual orientation.

Perception of Unbiased General College Environment at Rogue Community College

	Total Rogue		1998	
	1996	1998	RWC	RVC
Strongly agree/agree (net)	85 %	86 %	84 %	89 %
Strongly agree	39	43	45	41
Agree	46	43	39	48
Neutral	8 %	11 %	12 %	8 %
Disagree/strongly disagree (net)	3 %	2 %	3 %	1 %
Disagree	2	1	2	0
Strongly disagree	1	1	1	1
No answer	4 %	1 %	1 %	3 %

Legend:
Boxed numbers indicate a difference of at least five percentage points between RWC and RVC ratings.

1998 ACT Student Opinion Survey
Rogue Community College

Section V - Additional Questions

Please answer the following question on the scantron sheet, selecting the letter that corresponds to your answer.

Q2 - Instructors strive to create a classroom environment that is comfortable and fair to all students regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.

Perception of Unbiased Classroom Environment at Rogue Community College

	Total Rogue		1998	
	1996	1998	RWC	RVC
Strongly agree/agree (net)	88 %	86 %	87 %	86 %
Strongly agree	41	45	45	46
Agree	47	41	42	40
Neutral	5 %	9 %	10 %	8 %
Disagree/strongly disagree (net)	2 %	4 %	3 %	3 %
Disagree	2	3	3	2
Strongly disagree	0	1	0	1
No answer	5 %	1 %	0 %	3 %

Legend:
Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 ratings.

DETAILED FINDINGS (continued)

Demographic Profile

- Reflecting enrollment figures at the time this study was conducted, the greatest proportion of students surveyed attend classes at the Redwood Campus in Grants Pass (62%). Nearly four out of ten responding students (38%) primarily attend classes at Riverside Center in Medford. As in 1996, the bulk of students in 1998 attend day classes rather than evening classes (84% vs. 16%).

- There is a marked shift in enrollment status, with more students enrolling on a part-time basis in 1998. The proportion of full-time students versus part-time students has shifted by 15 percentage points, greatly lessening the percentage-point gap between the two groups compared with 1996 (55% vs. 45%, respectively, in 1998; 70% vs. 30% in 1996).

- The student body in 1998 appears to be younger than that found in 1996. While the majority of students are still aged 23 to 39 years, the proportion of students aged 22 years or less has increased by ten percentage points, from 30% in 1996 to 40% in 1998.

- Perhaps reflecting the reportedly younger student body, compared with 1996, higher proportions of students are unmarried (64% vs. 62%) and/or have no children (59% vs. 50%).

- In 1998, the percentage of students who indicate they are working is greater than that reported in 1996. The proportion of students who are working 11 or more hours per week has increased by 16 percentage points. On the other hand, the proportion of students who report not working or working only occasional jobs dropped by 13 percentage points. Perhaps reflecting an apparent increase in student employment, there is an 11-percentage-point shift in the proportion of students who are or are not receiving financial aid, with a smaller proportion receiving assistance in 1998 (currently 52%).

- The proportion of male students in a little larger in 1998, up four percentage points to 39%. Conversely, more than three out of five students (61%) in 1998 are female.

- The current ethnic/racial mix at RCC is nearly identical to the mix reported in 1996, with students being predominantly white (four out of five).

DETAILED FINDINGS (continued)

Demographic Profile (continued)

- There are marked shifts in students' purposes for entering RCC. Whereas only 28% of responding students in 1996 indicated they were taking courses for transfer to a four-year college, in 1998 this proportion has increased by 16 percentage points, to 44%. The proportions of students whose reason for entering was to complete a professional/technical program or obtain/maintain a certification has diminished by six and ten percentage points, respectively.

- Similar to findings in 1996, the majority of students (43%) first entered RCC after working for a period of time (excluding summer). A somewhat greater proportion of students (7%) indicate that they have transferred to RCC from a four-year college.

- Comparing RWC and RVC, there is a slightly higher proportion of Mexican-American students attending RWC (5% vs. 1%, respectively). A greater proportion of RWC students have children (45% RWC vs. 34% RVC). RWC students are much more likely to receive some type of financial aid (57% vs. 42%, respectively), and more of them are enrolled full-time (59% RWC vs. 48% RVC). In terms of notable differences in purpose for entering RCC, RWC students are more likely to obtain an Associate degree (22% vs. 14%, respectively), while RVC students are more likely to be taking courses for transfer to a two-year college (4% RWC vs. 10% RVC).

- Looking at noticeable differences compared with total Oregon, RCC students are more likely to be white (80% RCC vs. 75% OR) and less likely to be Asian/Pacific Islander (1% vs. 6%, respectively). RCC students are also more likely to be married and less likely to have no children (31% vs. 24% and 59% vs. 71%, respectively). Finally, RCC students are substantially more likely to receive financial aid (52% RCC vs. 43% OR) and less likely to be attending college full-time (55% vs. 64%, respectively).

1998 ACT Student Opinion Survey
Rogue Community College

Section I - Demographic Profile

	Total Rogue 1996	Total Rogue 1998	1998 RWC	1998 RVC	Oregon
Where attend classes *primarily*					
Grants Pass campus	n/a %	62 %	100 %	0 %	n/a %
Riverside Center	n/a	38	0	100	n/a
Age*					
18 years or less	4 %	7 %	** %	** %	n/a %
19-22 years	26	33	**	**	n/a
23-39 years	46	42	**	**	n/a
40 years or more	24	18	**	**	n/a
Gender					
Male	35 %	39 %	40 %	38 %	40 %
Female	64	61	60	62	59
Ethnic/racial group					
White	79 %	80 %	79 %	80 %	75 %
Mexican-American	2	4	5	1	2
Native American	4	3	3	3	2
Puerto Rican, Cuban, other Latino or Hispanic	1	2	1	2	2
Asian, Pacific Islander	2	1	1	1	6
African-American or Black	1	1	2	0	2
Other	1	2	1	3	3
Prefer not to respond	6	7	6	8	7
Marital status					
Unmarried	62 %	64 %	64 %	65 %	71 %
Married	32	31	32	31	24
Separated	3	3	2	3	2
Prefer not to respond	2	2	2	2	2
Number of dependent children					
None	50 %	59 %	55 %	67 %	71 %
1 child	21	18	20	16	12
2 children	16	16	19	12	10
3 children	7	4	4	3	4
4 or more children	7	3	2	3	3

* Oregon data unreliable and not included.

** Data unavailable.

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 responses.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC responses.

1998 ACT Student Opinion Survey
Rogue Community College

Section I - Demographic Profile (continued)

	Total Rogue 1996	Total Rogue 1998	RWC 1998	RVC 1998	Oregon 1998
Number of hours work per week*	46 %	33 %			
None or occasional jobs	46 %	33 %	** %	** %	n/a %
1-10 hours	8	6	**	**	n/a
11-20 hours	11 11	17 17	**	**	n/a
21-30 hours	12	16	**	**	n/a
31-40 hours	15 15	20 20	**	**	n/a
40 or more hours	8	9	**	**	n/a
Receive any type of financial aid	63 %	52 %			
Yes	63 %	52 %	57 %	42 %	43 %
No	37	48	43	58	56
Current enrollment status	70 %	55 %			
Full-time student	70 %	55 %	59 %	48 %	64 %
Part-time student	30	45	41	52	35
Type of classes usually attend					
Day classes	83 %	82 %	84 %	79 %	82 %
Evening classes	17	15	13	18	14
Purpose for entering RCC	28 %	44 %			
Courses for transfer to 4-year college	28 %	44 %	44 %	45 %	40 %
Obtain Associate degree	20	19	22	14	21
Complete prof/tech program	14 14	8 8	8	8	11
Obtain/maintain certification	17 17	7 7	8	6	5
Courses for transfer to 2-year college	7	6	4	10	6
Few self-improvement courses	2	4	3	6	5
Few job-related/required courses	4	4	5	2	4
No definite purpose in mind	1	1	0	1	2
Other	3	6	5	6	4
From where first entered college*					
After working (excluding summer)	44 %	43 %	42 %	44 %	n/a %
Directly from high school	18	19	20	16	n/a *
Transferred from 4-year college	3	7	7	8	n/a
After completing military service	5	4	4	3	n/a
Transferred from 2-year college	2	2	2	3	n/a
Other	28	25	26	24	n/a

* Oregon data unreliable and not included.

** Data unavailable.

Legend:

Grayed numbers indicate a difference of at least five percentage points between Total Rogue 1996 and 1998 responses.

Boxed numbers indicate a difference of at least five percentage points between RWC and RVC responses.

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Sample Summaries

SAMPLE SUMMARY
(Completes, far-right column)

GP	I3	11:00-12:20	Day	PSY202	Gen Psych II	Treen	N	5/6	9
GP	G3	8:00- 9:20	Day	SK31	Study Skills	R. Harms	N	5/12	8
GP	CH7	2:00- 3:20	Day	2.535	Med Term	Pettit	T	5/12	20
GP	M1	6:00- 8:50	Eve	BA226	Bus Law	Wade	T	5/12	15
GP	CH7	6:00- 7:50	Eve	CS101	Fund: PC	Luaders	M	5/12	18
GP	Rogue	6:00- 8:50	Eve	CHEM105	Intro Chem	Johnson	N	5/12	20
GP	CH9	8:00- 8:50	Day	MTH112	Elem Func	Holliday	M	5/13	14
GP	I3	8:00- 9:20	Day	CJ200	Police & Pub	Murphy	M	5/13	17
GP	S3	8:00-11:50	Day	3.205	Brakes Sys	Simper	T	5/13	13
GP	G2	9:30-10:50	Day	RD40	Speedreading	R. Harms	S	5/13	14
GP	I1	9:30-10:50	Day	WR20	Fund Comp	Shaw	S	5/13	10
GP	G1	9:30-10:50	Day	ENG105	Intro Lit/Drama	Krauss	T	5/13	21
GP	E6	11:00-12:20	Day	CHEM223	Gen Chem	Salinas	M	5/13	11
GP	CH4	11:00-12:50	Day	BA131	Bus Computing	Stevenson	N	5/13	12
GP	G!	8:00- 9:20	Day	2.213	Bus Eng I	Mueller	M	5/18	8
GP	T1	9:30-10:50	Day	HST106	World Civ	Mueller	M	5/18	3
GP	CH6	9:30-10:50	Day	WR123	Eng Comp III	Joki	N	5/20	16
GP	CH7	11:00- 12:20	Day	ART206	Hist. Western Art	Peterson	N	5/21	14
GP	JB	student workers					N	5/21	2
RVC	B14	1:00- 1:50	Day	BI233	Anat & Phys	Ford	C	5/6	22
RVC	D11	2:00- 2:50	Day	PSY201	Psych I	Coulter	C	5/6	18
RVC	B16	8:00- 9:20	Day	CS125GR	Comp Graphics	Fullmer	L	5/12	14
RVC	A11	9:30-10:50	Day	RD30	Effec Reading	Bryan	L	5/12	15
RVC	B14	11:00-12:20	Day	ENG109	World Lit	Underwood	C	5/12	20
RVC	B14	4:00- 4:50	Day	CS101	Fund I: PC	Brandenburg	C	5/13	22
RVC	B20	6:00- 7:20	Eve	SK8	Intro Math	C. Harmes	L	5/13	6
RVC	B15	3:00- 4:20	Day	CS101	Fund PC Lab	Brown	L	5/19	9
RVC	B13	8:00- 9:50	Eve	MTH65	Algebra II	Gardner	C	5/19	27

Total Completes: 398
GP (62%): 245
RVC (38%): 153

SAMPLED CLASSES BY DEPARTMENT
Grants Pass and Riverside Center

Art	ART206	History of Western Art
Automotive Technology	3.205	Brakes Systems
Biology	BI233	Anatomy and Physiology III
Business	BA131	Intro to Business Computing
Business	BA226	Business Law I
Business	2.213	Business English I
Chemistry	CHEM223	General Chemistry III
Chemistry	CHEM105	Introductory Chemistry II
Computer Science	CS101	Fund I: Intro to the PC
Computer Science	CS101	Fund I: Intro to the PC
Computer Science	CS101	Fund I: Intro to the PC
Computer Science	CS125GR	Comp Graphics (Photoshop)
Criminal Justice	CJ200	Police and Public Policy
Developmental Studies (Math)	SK8	Introduction to Math
Developmental Studies (Reading)	RD40	Speedreading
Developmental Studies (Reading)	RD30	Effective Reading
Developmental Studies (Study)	SK31	Study Skills
Developmental Studies (Writing)	WR20	Fund of Composition I
History	HST106	World Civilizations
Literature	ENG105	Intro to Literature (Drama)
Literature	ENG109	World Literature III
Mathematics	MTH65	Fundamentals of Algebra II
Mathematics	MTH112	Elementary Functions
Office Technology	2.535	Medical Term: Introduction
Psychology	PSY201	General Psychology I
Psychology	PSY202	General Psychology II
Writing	WR123	English Composition III

SAMPLED CLASSES BY DEPARTMENT
Grants Pass

Art	ART206	History of Western Art
Automotive Technology	3.205	Brakes Systems
Business	BA131	Intro to Business Computing
Business	BA226	Business Law I
Business	2.213	Business English I
Chemistry	CHEM223	General Chemistry III
Chemistry	CHEM105	Introductory Chemistry II
Computer Science	CS101	Fund I: Introduction to the PC
Criminal Justice	CJ200	Police and Public Policy
Developmental Studies (Writing)	WR20	Fund of Composition I
Developmental Studies (Reading)	RD40	Speedreading
Developmental Studies (Study)	SK31	Study Skills
History	HST106	World Civilizations
Literature	ENG105	Intro to Literature (Drama)
Mathematics	MTH112	Elementary Functions
Office Technology	2.535	Medical Term: Introduction
Psychology	PSY202	General Psychology II
Writing	WR123	English Composition III

SAMPLED CLASSES BY DEPARTMENT
Riverside Center

Biology	BI233	Anatomy and Physiology III
Computer Science	CS101	Fund I: Introduction to the PC
Computer Science	CS101	Fund PC Lab
Computer Science	CS125GR	Comp Graphics (Photoshop)
Developmental Studies (Math)	SK8	Introduction to Math
Developmental Studies (Reading)	RD30	Effective Reading
Literature	ENG109	World Literature III
Mathematics	MTH65	Fundamentals of Algebra II
Psychology	PSY201	General Psychology I

Questionnaire

STUDENT OPINION SURVEY *(Northwest Edition)*

American College Testing, P.O. Box 168, Iowa City, IA 52243-0168

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. If any item requests information that you do not wish to provide, please feel free to skip that item. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft-lead (No. 1 or 2) pencil to fill in ovals for your responses. To change a response, erase your first mark completely and mark the correct oval.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then fill in the appropriate oval in the column below each box. Complete the remaining blocks by marking one oval for each item.

A **SOCIAL SECURITY NUMBER (Identification Number)**

– –

0 1 2 3 4 5 6 7 8 9

B **AGE**

- ○ 18 or under
- ○ 19
- ○ 20
- ○ 21
- ○ 22
- ○ 23 to 25
- ○ 26 to 29
- ○ 30 to 39
- ○ 40 to 61
- ○ 62 or over

C **ETHNIC/RACIAL GROUP**

- ○ African-American or Black
- ○ Native American (Indian, Alaskan, Hawaiian)
- ○ Caucasian or White
- ○ Mexican-American, Mexican origin
- ○ Asian American, Oriental, Pacific Islander
- ○ Puerto Rican, Cuban, other Latino or Hispanic
- ○ Other
- ○ I prefer not to respond.

D **FOR WHAT PURPOSE DID YOU ENTER THIS 2-YEAR COLLEGE? (Select Only One)**

- ○ No definite purpose in mind
- ○ To take a few courses for self-improvement
- ○ To take a few job-related or job-required courses
- ○ To take courses necessary for transferring to another 2-year college
- ○ To take courses necessary for transferring to a 4-year college or university
- ○ To complete a professional/technical program
- ○ To obtain or maintain a certification
- ○ To obtain an Associate degree
- ○ Other

E **SEX**

- ○ Male
- ○ Female

F **MARITAL STATUS**

- ○ Unmarried (Including Single, Divorced, and Widowed)
- ○ Married
- ○ Separated
- ○ Prefer not to respond

G **NUMBER OF DEPENDENT CHILDREN**

- ○ None
- ○ 1
- ○ 2
- ○ 3
- ○ 4 or More

H **INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED**

- ○ 0 or only occasional jobs
- ○ 1 to 10
- ○ 11 to 20
- ○ 21 to 30
- ○ 31 to 40
- ○ Over 40

I **WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS 2-YEAR COLLEGE?**

- ○ Full-time student (12 or more credits this term)
- ○ Part-time student (11 or fewer credits this term)

J **WHICH TYPE OF CLASSES DO YOU MOST FREQUENTLY ATTEND?**

- ○ Day classes (morning or afternoon)
- ○ Evening classes
- ○ Weekend classes
- ○ Other

K **WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS 2-YEAR COLLEGE?**

- ○ Entered directly from high school
- ○ Entered after working for a period of time (excluding summer job)
- ○ Transferred from another 2-year college
- ○ Transferred from a 4-year college or university
- ○ Entered after completing military service
- ○ Other

L **DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)**

- ○ Yes
- ○ No

SECTION II—COLLEGE IMPRESSIONS

1 **INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU SELECTED THIS PARTICULAR 2-YEAR COLLEGE.**

Major Reason	Minor Reason	Not A Reason	
○	○	○	Convenient location
○	○	○	Offered the courses I wanted
○	○	○	Low cost of attending
○	○	○	Could work while attending
○	○	○	Good professional/technical or academic reputation
○	○	○	Liked the social atmosphere
○	○	○	Liked the size of the college
○	○	○	Good chance of personal success
○	○	○	Availability of scholarship or financial aid
○	○	○	Advice of parents or relatives
○	○	○	Advice of high school teacher
○	○	○	Advice of high school counselor
○	○	○	Wanted to be with friends

2 **WAS THIS COLLEGE YOUR FIRST CHOICE?**

- ○ Yes
- ○ No

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3 **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?**

- ○ Definitely yes
- ○ Probably yes
- ○ Uncertain
- ○ Probably no
- ○ Definitely no

4 **WHAT IS YOUR OVERALL IMPRESSION OF THE QUALITY OF EDUCATION AT THIS 2-YEAR COLLEGE?**

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor
- ○ Very Poor

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SECTION III—COLLEGE SERVICES

Fill in one oval for each service (or program) listed below. If a service is not offered at this college, mark "Not Available." If you HAVE NOT USED the service, mark "Not Used." If you HAVE USED the service, mark your level of satisfaction with the service.

COLLEGE SERVICE OR PROGRAM	NOT AVAILABLE	NOT USED	LEVEL OF SATISFACTION: VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1. Academic advising/course planning services	○	○	○	○	○	○	○
2. Personal counseling services (for personal concerns and problems)	○	○	○	○	○	○	○
3. Career planning services/guidance	○	○	○	○	○	○	○
4. Job placement services	○	○	○	○	○	○	○
5. Financial aid services	○	○	○	○	○	○	○
6. Scholarship services	○	○	○	○	○	○	○
7. Recreational and intramural programs and services	○	○	○	○	○	○	○
8. Library/learning resources center services	○	○	○	○	○	○	○
9. Course-related work opportunities (co-operative education, practicum, clinical)	○	○	○	○	○	○	○
10. College-sponsored tutorial services	○	○	○	○	○	○	○
11. Student employment services	○	○	○	○	○	○	○
12. Cafeteria/food services	○	○	○	○	○	○	○
13. College-sponsored social activities	○	○	○	○	○	○	○
14. Cultural programs and activities	○	○	○	○	○	○	○
15. College orientation program	○	○	○	○	○	○	○
16. Computer lab services	○	○	○	○	○	○	○
17. Parking facilities and services	○	○	○	○	○	○	○
18. Child care services	○	○	○	○	○	○	○

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SECTION IV—COLLEGE ENVIRONMENT

Fill in the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If an item does not apply to you or to this college, mark "Does Not Apply."

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	○	○	○	○	○	○
	2. Course content in your major area of study	○	○	○	○	○	○
	3. Quality of instruction in your major area of study	○	○	○	○	○	○
	4. Out-of-class availability of your instructors	○	○	○	○	○	○
	5. Attitude of the teaching staff toward students	○	○	○	○	○	○
	6. Variety of courses offered at this 2-year college	○	○	○	○	○	○
	7. Class size	○	○	○	○	○	○
	8. Flexibility to design your own program of study	○	○	○	○	○	○
	9. Availability of your advisor	○	○	○	○	○	○
	10. Value of the information provided by your advisor	○	○	○	○	○	○
	11. Challenge offered by your program of study	○	○	○	○	○	○
	12. Preparation you are receiving for your chosen occupation	○	○	○	○	○	○
	13. Preparation you are receiving to transfer to another college	○	○	○	○	○	○
ADMISSION/REGISTRATION	14. General admissions/entry procedures	○	○	○	○	○	○
	15. Accuracy of college information you received before enrolling	○	○	○	○	○	○
	16. Availability of financial aid/scholarship information prior to enrolling	○	○	○	○	○	○
	17. Assistance provided by the college staff when you entered this college	○	○	○	○	○	○
	18. Class schedule	○	○	○	○	○	○
	19. College catalog	○	○	○	○	○	○
	20. Registration procedures	○	○	○	○	○	○
	21. Availability of the courses you want at times you can take them	○	○	○	○	○	○
	22. Billing and fee payment procedures	○	○	○	○	○	○
RULES & POLICIES	23. Rules governing student conduct at this college	○	○	○	○	○	○
	24. Student voice in college policies	○	○	○	○	○	○
	25. Academic probation and suspension policies	○	○	○	○	○	○
	26. Purposes for which student activity fees are used	○	○	○	○	○	○
	27. Personal security/safety at this college	○	○	○	○	○	○
FACILITIES	28. Classroom facilities	○	○	○	○	○	○
	29. Technical program facilities/equipment (automotive, health occupations, office/business occupations, etc.)	○	○	○	○	○	○
	30. Other laboratory facilities (science, art, etc.)	○	○	○	○	○	○
	31. Library/learning resources center facilities	○	○	○	○	○	○
	32. Athletic facilities	○	○	○	○	○	○
	33. Study areas	○	○	○	○	○	○
	34. Student center	○	○	○	○	○	○
	35. College bookstore	○	○	○	○	○	○
	36. General condition and appearance of the buildings and grounds	○	○	○	○	○	○
GENERAL	37. Concern for you as an individual	○	○	○	○	○	○
	38. Attitude of the college nonteaching staff toward students	○	○	○	○	○	○
	39. Ethnic/racial harmony at this college	○	○	○	○	○	○
	40. Opportunities for student employment	○	○	○	○	○	○
	41. Opportunities for personal involvement in college activities	○	○	○	○	○	○
	42. Student government	○	○	○	○	○	○
	43. College media (college newspapers, campus radio, etc.)	○	○	○	○	○	○
	44. This college in general	○	○	○	○	○	○

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Rogue Community College

Section V: Additional Questions

Please answer the following questions using Section V on the last page of the scantron sheet. Mark the letter bubble that corresponds to your answer (*mark only one bubble for each of the following three questions*).

1. *The general college environment is welcoming and comfortable to all students, regardless of race or national origin, gender, religion, physical ability, age, or sexual orientation.*

   A. Strongly Agree
   B. Agree
   C. Neutral
   D. Disagree
   E. Strongly Disagree

2. *Instructors strive to create a classroom environment that is comfortable and fair to all students, regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.*

   A. Strongly Agree
   B. Agree
   C. Neutral
   D. Disagree
   E. Strongly Disagree

3. *Where do you primarily attend classes at Rogue?*

   A. Grants Pass campus
   B. Riverside Center

Do you have any additional comments?

_____

_____

_____

_____

THANK YOU for your participation and your valuable opinions! If we may contact you later about your comments, please write your name and phone number below:

Name: _____ Phone: _____